

Skill Development occurs in purposeful activities and opportunities that promote or result in building skills, mastery, resiliency, and core competencies.

Skill Development occurs while youth are preparing for a specific project, developing chapter goals, or participating in general activities. In order to ensure that skill development is happening, approach <u>every</u> project, meeting, event, and activity with an eye for how youth can contribute skills they already have as well as learn and practice new ones. Always ask the questions: "Which young person can do this? Who might want to learn? How can I actively involve them in this project?" It is important to recognize that skill building is a *process* and not an isolated event or training; skill building includes **training** as well as **opportunities** to apply, and training content and **support** from adult allies to use new skills.

Competency Categories¹

Creative and Cognitive Skills:

- Problem-solving and action planning
- Creative expression; linking creativity to action

Vocational and Job Skills:

- Job and career options
- Youth philanthropy and entrepreneurship

Personal and Social Skills:

 Conflict resolution, refusal skills, peer mediation, coping skills, facilitation skills, action planning, and navigational skills

Civics and Citizenship:

- Understanding national, racial, historical, socioeconomic, ethnic, and ethical issues
- Being accountable to the larger society
- Contributing to others

Health and Physical Well-being:

- Consequences of risky behavior
- Information and knowledge about nutrition, exercise, hygiene

¹ Karen Pittman, Academy for Educational Development

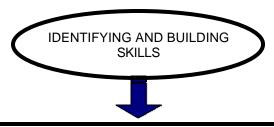
How is SKILL DEVELOPMENT linked to CFNLP's Standards of Practice?

Through skill development, youth can::

	OUTCOME	PRACTICE
	Practice and develop skills for creating healthy and safe (emotionally, culturally, and physically) environments	by implementing an alcohol education campaign that addresses social acceptance rather than individual use; include a cultural theme, such as reclaiming a cultural holiday (e.g., Cinco de Mayo).
	Practice and develop skills for getting involved in and contributing to their community	by engaging in projects and activities that are linked to or intended to benefit the community, especially those that address policies and systems.
Con	Practice and develop leadership and advocacy skills for having influence over chapter and community operations – action plans, projects, events, activities, and policies	by engaging in projects that result in real change – in the program or community – such as incorporating youth ideas into chapter by -laws or advocating for youth in legislative arenas.
	Practice and develop meaningful skills that capture their interest and participation	by engaging in self-assessment or group inventory projects that help them define their interests and highlight their talents; by developing a job resource guide based on their career goals.
	Practice and develop personal and social skills for creating meaningful and caring relationships among their peers and with adults	by implementing activities designed to build group cohesion and enhance group processes.

Youth, Advisor, and Coordinator Roles

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **SKILL DEVELOPMENT**. The relationships between the three team "members" are dynamic and interactive, with support and benefit flowing from each and to each.



YOUTH: Facilitate skill-building activities; establish goals for acquiring new skills; periodically review progress.

ADVISORS: Ensure adequate time and attention is given to skill-building including preparation, training and debriefing; work with youth to monitor progress on goals; provide access to job resources (listings, resume writing, interview skills).

COORDINATORS: Provide and connect chapters with work experience opportunities where they can practice skills; share current and innovative training and learning techniques and exercises.



YOUTH: Identify ways in which the alcohol industry uses a cultural event or celebration to market its products; develop a plan for countering this kind of marketing at a festival or celebration.

ADVISORS: Provide information and training about alcohol industry practices; help brainstorm project ideas; support youth ideas; help youth turn their ideas into realities.

COORDINATORS: Provide chapters with models of similar projects; help chapters gain entry into relevant arenas and decision-making areas.



YOUTH: Develop presentation content; practice giving a presentation; identify audiences to receive presentation.

ADVISORS: Provide training in presentation delivery; give youth feedback about presentation skills; help them improve their skills in concrete ways; find ways for youth to practice presentation skills.

COORDINATORS: Attend a practice presentation and give youth constructive feedback for improving their skills; link the chapter to potential audiences for their presentations.



YOUTH: Identify skills they have that they would like to enhance or do more with; brainstorm other ways to use their skills; apply existing skills to new situations.

ADVISORS: Work with individual youths to identify ways to enhance and practice existing skills; look for specific opportunities to promote the abilities of each young person.

COORDINATORS: Share information about jobs, internships, youth conferences, summer programs, and scholarship opportunities with the chapters.